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IDENTIFIERS	Kentucky; Kentucky (Bowling Green)

ABSTRACT

Project PEOPLE (Personal Enhancement of Occupational Preparation through Life Centered Education), developed to design a world of work curriculum and appropriate units for each level, is described in this booklet. (Project PEOPLE involves 269 staff members of the Bowling Green Independent School System, who attended a 4-week summer workshop for the purpose of designing the curriculum and units for each level. The project serves over 5,000 students in nine schools--seven elementary, 1 junior high school, and 1 senior high school.) Staff responsibilities and project components are discussed and include the following: Development staff training (which briefly covers career planning activities at four levels); professional responsibility and roles of the academic and vocational classroom teachers, guidance counselors, and principals; the resource person; occupational clusters assigned by grade level; interviewing the resource person; visibility of project activities; the parent; the academic world; and management. (TA)

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PROJECT

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ENHANCEMENT

OCCUPATIONAL

PREPARATION

LIFE

CENTERED

EDUCATION

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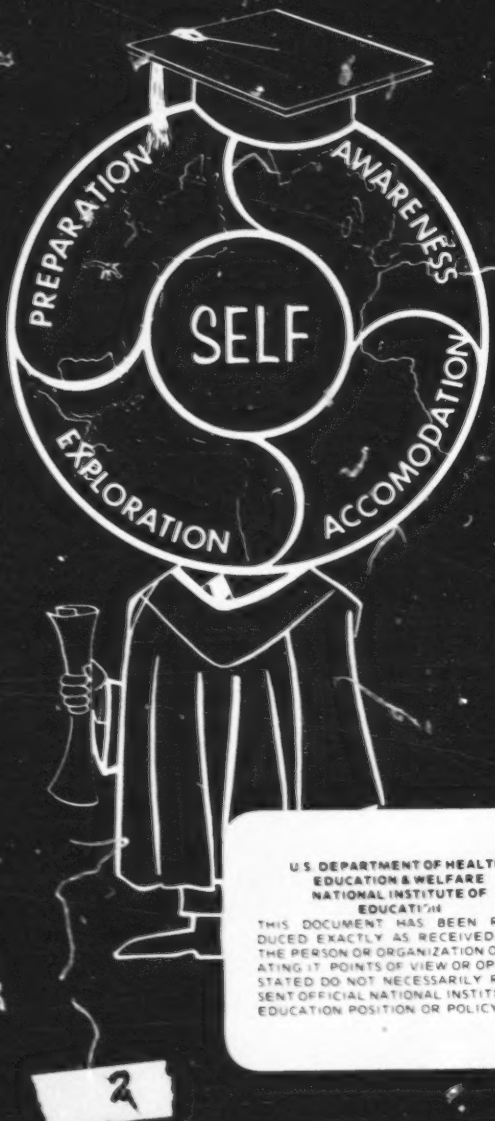

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PROJECT PEOPLE is the result of the efforts of the participants in the Bowling Green City Schools World of Work four-week summer workshop held during July and August 1971.

This workshop was conducted in response to the following policy statement issued by the Bowling Green Independent Board of Education during its regular June meeting, 1971.

During the 1972 Summer Workshop the following people became Trainers:

L. C. Curry
Emily Cunningham
Mildred Adams
Florence Alford

McNeill
Virginia Cole
Sue Jones
Ruby Warden
Annie Rachel Walker
Sharon Guthrie

Bowling Green Jr. High
Sarah Laws, Principal
Lucille Griffin, Guidance Counselor
Marilyn Melton
Mary Bonnie Gibson
Irene Ward
David Cole
Shirley Holland

Parker Bennett
Martha White
Alice Bradford
Juanita Meredith
Mary Bosworth

T. C. Cherry
Mary Nell Duncan
Edna Cardwell
Ruth Donaldson
Mae Belle Gott

Dishman-McGinnis
Dorothy Hanes
Frances Huddleston
Nadine Lowe
Janice Pool

High Street
Herb Oldham, Principal
Evantha Milliken
Susie Oldham
Cornelia Ballinger
Mary Watson

Potter-Gray
Mabel Jones
Vera Justice
Rita Rowe
Jean Gordon

Bowling Green Senior High
Mary Hills, Guidance Counselor
Mary Frances Brown
Walter Freeman
Chuck Phillips
Liberty McGown
Mary Alice Vincent

This brings to 81 the number of "In-House Consultants" available to the teachers in the Bowling Green City Schools.

This brochure was designed by Mr. Bob Powell, Frankfort, Kentucky.
Printed by Bowling Green Area Vocational School

PROJECT PEOPLE

Development and Training

The real key to **PROJECT PEOPLE** is the degree of staff involvement. **PROJECT PEOPLE** involves the 269 staff members of the Bowling Green Independent School System, serving 5,565 students in nine schools (7 elementary, 1 junior high school and 1 senior high school).

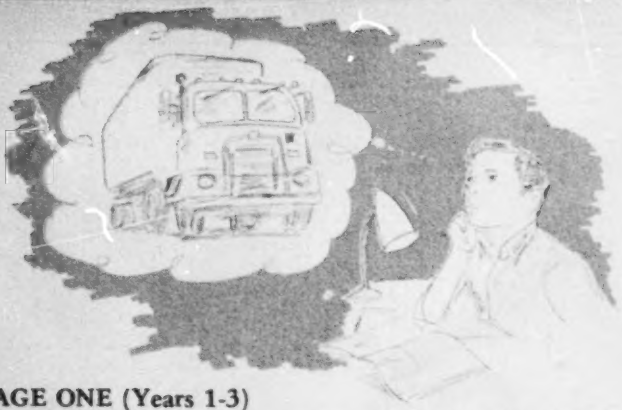
Each building principal, all guidance counselors and 4 volunteer teachers from each school, were invited to attend a 4 week summer workshop for the purpose of designing a world of work curriculum and appropriate units for each level.

This summer's workshop group accepted the responsibility for acting as trainers in their respective schools. This strategy gave **PROJECT PEOPLE** an "in-house" capability assuring implementation and continuity in all schools at all levels.

During the first year each teacher was to receive 40 hours of training under the tutelage of the trainers. Each teacher was to be oriented to the concepts of **PROJECT PEOPLE** and to write and implement units in certain cluster areas as described later in this brochure.

Success of this program is based on its integration into the academic curricular; not as a separate activity.

The designers of **PROJECT PEOPLE** have wisely utilized activities and techniques which teachers have been employing for many years. They simply reorganize these practices using the person in the job (not only the job) as the center for unit organization.



STAGE ONE (Years 1-3)

As a child enters kindergarten and during the next three years he should be made aware of the roles of workers in his home, school, and community. During these formative years, emphasis is placed on the differentation of the work of his parents and the work of others.

STAGE TWO (Years 4-7)

In the latter part of elementary school, the child is introduced to the basic concepts of career development. During this time, the student begins to explore more occupations, and his attention is turned to preparing for the future.

STAGE THREE (Years 8-9)

At the junior high school level, students make a tentative choice of educational curriculum prior to entering high school. Choice of curriculum and an understanding of the relationship between education and career results in an awareness of the need to plan for a future occupation. This stage is designed to provide students with a sound basis for making these important decisions. Means are provided for him to study a few selected occupational groups intensively.

STAGE FOUR (Years 10-12)

At the tenth grade level, a specially designed program is provided to give detailed exploration into occupations which will enable the student to begin to make specific occupational choices or to prepare for college.

After making a choice on the tenth grade level, the student will begin intensive preparation on the secondary level, either following an occupational course in depth to develop the necessary skills to enter the world of work upon graduation or begin his college preparation with continued emphasis in the academic areas of careers available upon graduation.

Professional Responsibility

In order to overcome the "separatism" that exists between academic and vocational education, certain general responsibilities have been developed specifically for this program. Examination of the responsibilities will reveal the strong coordinating factors present in the guidance counselor and principal. Further, it should be noted that mutual support between academic and vocational teachers is emphasized. With each supporting the other's primary responsibility, the result should be increasing unity.

The Academic Classroom Teacher.

Responsibility: *To give instruction in academic (basic) skills and to develop vocational awareness.*

The Guidance Counselor.

Responsibility: *To help each child develop his interests, skills and strengths into a career pattern.*

The Vocational Classroom Teacher.

Responsibility: *To give instruction in vocational skills and to develop academic awareness.*

The Building Principal.

Responsibility: *To coordinate the total world of work program between and among members of his staff.*

Role of the Teacher

STAGE ONE The role of the teacher is to: 1) provide career oriented experiences; 2) develop an acceptance of responsibility; 3) develop an awareness of self; 4) develop an understanding of the dignity of work; 5) develop an awareness of job roles within the family and the community; and 6) develop positive attitudes toward work.

STAGE TWO The role of the teacher is to: 1) develop concepts of career development; 2) develop career orientation and an awareness of the great variety of career opportunities; 3) develop research skills which are necessary for the study of careers; 4) develop an awareness of the interdependence of jobs; and 5) to humanize existing subject matter.

STAGE THREE The role of the teacher is to: 1) provide experiences for exploring a variety of roles without premature committment toward a job; 2) develop an awareness of the need to prepare for a future occupation; and 3) provide the necessary experiences for making a tentative choice of educational curriculum prior to entering high school.

STAGE FOUR The role of the teacher is to: 1) provide detailed exploration which will enable the student to begin specific occupational choices or to prepare for further education; 2) allow for a specific occupational course in depth to develop skills to enter the world of work or begin college preparation; and 3) provide experiences with real work situations within the school and community setting.

Role of the Counselor

The counselor serves as a resource person for both students and teachers. He helps the student develop a positive self-image, and assists teachers in planning unity.

The counselor will act as liason between the school and home. He will confer with parents concerning academic achievement and potential of the student; discuss with parents future plans concerning school or work; and work with parents concerning personal problems of the student.

He will also assist in coordina ing and evaluating the entire program.

The counselor has distinct responsibilities with each of our four stages . . .

STAGE ONE The counselor helps the student: 1) develop a sense of belonging; 2) develop a sense of personal worth; 3) identify with occupational images; 4) show interdependence of work roles and the responsibility toward accomplishment; and 5) expand his concept of the world of work.

STAGE TWO The counselor helps the student: 1) develop a positive self concept; 2) determine his interest and concern; 3) accept some work role; 4) assess growth in occupational awareness; and 5) identify job families.

STAGE THREE It is the counselor's responsibility to: 1) encourage a tentative selection of work roles; 2) increase awareness of living in a changing world and the need to adapt; 3) discuss the responsibility of worker and the rights of the worker; 4) provide orientation experiences (part-time jobs); 5) provide opportunities for interaction with resource people; and 6) offer opportunities for dramatization of roles.

STAGE FOUR It is the counselor's responsibility to: 1) review tentative choices with individual; 2) work with individual in world of work experiences; 3) assist in job placement; 4) assist students in college placement or placements in post-vocational training before entering the world of work; and 5) assist teachers in making schoolwork relevant to the world of work and later life.

Role of the Principal

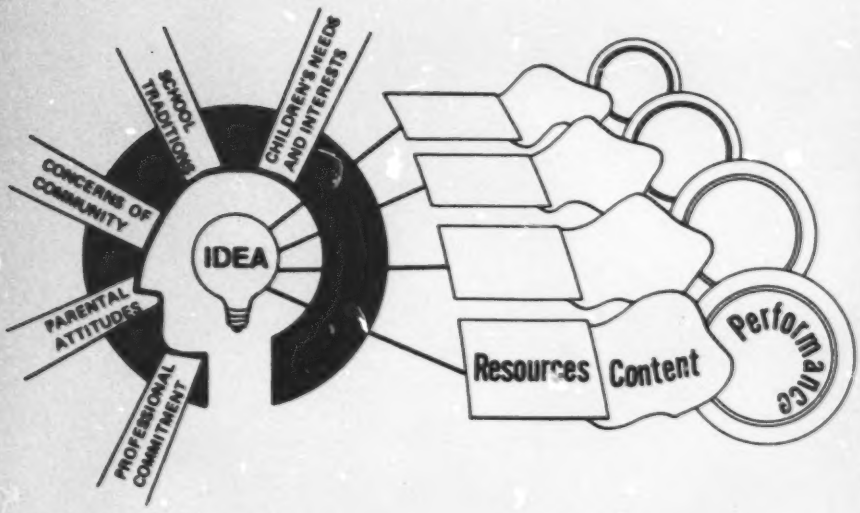
The principal, being the educational leader for his school, is responsible for coordinating the total **WORLD OF WORK** program, and integrating it into the total curriculum. Each principal is also a qualified trainer.

The principal will help provide materials, aids, resource personnel and adequate training for the total staff. Finally, the principal will be responsible for providing leadership in orienting the community to the **WORLD OF WORK.**

The Professional Responsibility of the Principal is to: 1) coordinate the total program; 2) provide positive leadership; 3) establish a cooperative working relationship between the classroom teacher and the guidance counselor; 4) provide supportive services; 5) provide liason between student, teacher, parent, and community; 6) provide for adequate training and planning time for staff; 7) provide leadership in orienting the community to the **WORLD OF WORK**: 8) coordinate community and school resources; and 9) establish a cooperative working relationship between and among the Academic Skills teacher, the Guidance Counselor and the Vocational Skills teacher.

ORGANIZING CENTER

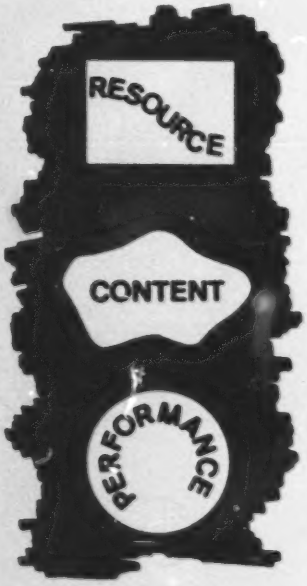
Take an idea and see where it leads you



RESOURCES (Accessibility)

CONTENT (Mobility)

PERFORMANCE (Accomplishment)



What materials and services are available to the learner?

What content areas (subjects) can emerge from this idea?

What performance opportunities are open to the learner?

The Person as a Resource

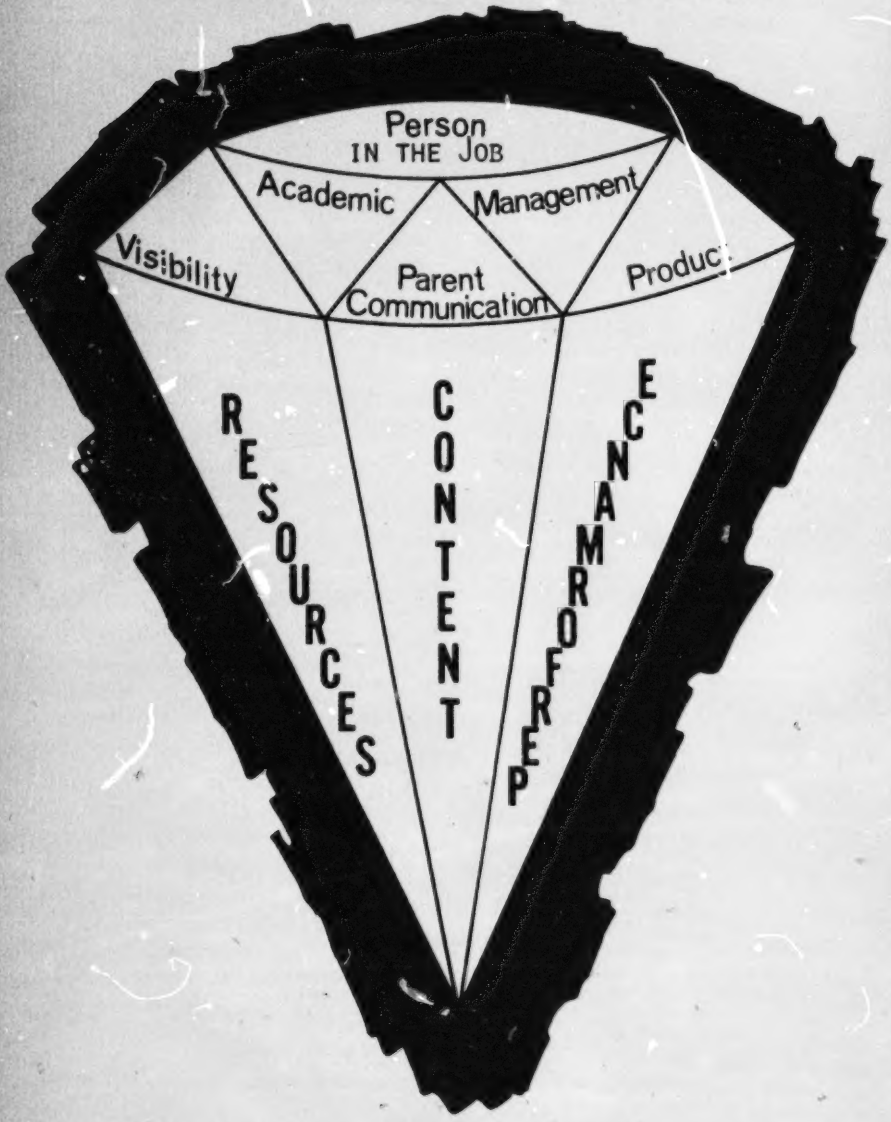
The child is as interested in the real world, as represented by an adult, as he is in the world of fantasy. Although preparation for adult living starts at birth, it is with enrollment in school that a structured program begins. In order to make this program more personal and more meaningful to the student, in **PROJECT PEOPLE**, the organizing center concept is being used. By using the person in the occupation, rather than the occupation itself as an organizing center, education can become more personal and more meaningful to each child.

Through this approach, the child will be made aware of the person in the occupation and how the individual's life is affected by his work. He will develop values by seeing what a person has made of his life; and see the possibilities of what he might accomplish with his own life.

The following questions may be used in planning a unit of study using a person as the organizing center.

Accessibility: (Resource)	What materials and services are available to the learner?
Mobility: (Content)	What content areas (subjects) can emerge from this idea?
Accomplishment: (Performance)	What performance opportunities are open to the learner?

FACETS OF CAREER UNIT WRITING



Occupational Clusters

For ease in informing students about the wide range of occupations, all job classifications have been categorized into fifteen broad clusters. The listing below shows the sequence of assigned clusters by grade level. Each teacher will cover the clusters assigned to his/her year, and is free to include any other clusters as well.

GRADE LEVEL	ASSIGNED CLUSTER
FIRST	Public Service; Health Occupations.
SECOND	Consumer Homemaking and Related Occupations; Agri-Business and Natural Resources.
THIRD	Hospitality-Recreation; Personal Services.
FOURTH	Construction; Manufacturing.
FIFTH	Communications and Media: Transportation.
SIXTH	Marketing and Distribution: Environmental Control.
SEVENTH*	Business Office: Fine Arts and Humanities: Marine Science.
EIGHTH & NINTH	Individual review and "Hands-on" exploration.
TENTH ELEVENTH & TWELFTH	Free choice of clusters according to academic area: Specific Training.

* By the end of the seventh year, all students will have had minimal exposure to all Clusters.

The Interview

1. What do you do on the job? (Children are interested in how school-taught skills fit in with real work).
2. What kind of thinking prompted you to take this job? Did others agree with your thinking?
3. What tools do you use? Is there a special way of talking about your work?
4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?
5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?
6. Who depends upon your work? Upon whom do you depend for your work?
7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?
8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day--even people who are crabby and ill-mannered?
9. What inventions could put you out of work?
10. Are men with your kinds of skills usually needed--even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your kind of work limited to geographical areas?
11. What kind of education is necessary for this kind of work? Apprenticeship? Trade School? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?
12. About how much money can a man earn in this kind of work? (under $5,000, $5,000 to $10,000, over $10,000--an estimate so that the children can get an idea.) Is there a chance of getting a lot of money all at once?
13. When does your boss compliment you? (Or when do you compliment your employees?) When are people fired?

Visibility

The old adage, "seeing is believing", is seldom heard but probably applies to school activities now more than at any time previous.

Making our plans visible at all times to the teacher, the child, and to anyone else who comes in the room will not only keep the program moving in an organized manner, but everyone will understand "what's going on" at all times.

Teaching procedures should always include real objects and experiences as well as abstract language and figures.

Parents need to see evidence of what their children are doing. Many activities may be planned for children to share with the "fold" at home to carry out learning experiences. Open house, coffee hours, parent-teacher conferences, and other get-togethers may become very important by using letters to parents, stories and pictures about visits with talent and field trips, experience charts, finished products, and many other things make the program appealing. These things also serve as very good visible as well as satisfying evaluations.

The Parent

It is essential that parents know what's happening in the classroom. More often than not, the parent receives little, if any, information from the child unless he asks. Even then, the responses are sketchy.

Letters to parents are valuable bu: not nearly as effective as direct parent involvement. The parent as a resource person can give much more meaning to any program.

School activities should be visible to casual visitors. A planned presentation of activities and their relevance to the total curriculum should be an integral part of each unit.

Academic World

The **PROJECT PEOPLE** curriculum is not a separate entity from the academic world. The average person devotes most of his time to a vocational career, but one must not lose sight of the value of the academic skills needed in all vocational areas. Through this project, the child will receive the basic academic skills with the vocational skills integrated. The child must be made aware that his success or failure in vocational areas will depend to a great degree upon his acquiring the basic academic skills. Advancement within his chosen profession will be reflected by his academic background.

Management

Management is one area which makes it possible for the teacher to reach his or her goals while working with students. The teacher must make sure that every child is involved in work and activities which the child can be successful in doing. With this concept in mind, the teacher could possibly begin an activity by a short introduction followed by discussion and research work. Following the introduction, the teacher and students could invite representatives from the various areas of work to discuss their jobs. After this has been done, visitation to different job locations could be done as a culminating activity. This is only one way that management can be used by the teacher to insure that his or her objectives are reached and all boys and girls have had an opportunity to gain from the activities.

The Finished Product

The end product should be what happens to the child. This is determined by both visible and oral activities engaged in by the child and the child's achievement as seen by others. There may be a variety of these accomplishments, such as performance, a play, a diorama, a display, a mural, a model, a report for parents or other members of the school, a newspaper, or a product made by the student. These activities should synthesize the skills and information gained by the child so as to be meaningful to him at the time, as well as provide a basis for future performance.

Training Staff

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William Whittinghill, Principal
Eloise Weaver
Martha Lewis
Frances Davis
Judith White

McNeill
Harold Dexter, Principal
Sue Evans
Mae Mefford
Russell McGuire

Bowling Green Jr. High
Joe Guthrie, Assistant Principal
Erma Hunt, Guidance Counselor
Erma Stargel
Ann Duncan
Gene Preston
Larry Blankenbaker
Joe Light

Parker Bennett
Alderson Clark, Jr., Principal
Pearl Hall
Joy Wood
Anna Aspley
Marjorie Nahm

T. C. Cherry
Earl Hunter, Principal
Wyonia Kimbrough, Guidance Counselor
Anita Campbell
Helen Newman

Dishman-McGinnis
Jesse Kimbrough, Principal
Shirley Decker
Carol Bishop
Willie Ruth Ellis

High Street
Brenda Strausburg
Bettie Esters
Elizabeth Dorsey
Joan Toohey

Potter-Gray
Roy Lilly, Principal
Freda Burns
Linda Hines
Estelle Murrell

Bowling Green Senior High
Ricardo Sisney, Assistant Principal
Billy Madison, Guidance Counselor
Estelle Wheat
Marelle Browning
Billy Joe Hoagland
Glenn Perkinson
Gene Vaughn

Reading Supervisor
Betty Smith

Consultants and trainers available to other school systems.

Write to: O. A. Mattei
World of Work Program
Bowling Green City Schools
224 East 12th Street
Bowling Green, Kentucky 42101

Dr. James Graham, Superintendent

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